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Ways and Techniques of Reaching Success With Slow Learners

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Abstract: *The provided article gives some statistics, information, and guidelines for teachers/parents to reach success with lagging learners.*

Key words: *IQ, encourage, learner, skills, solving, learn, activities, time management,*

Introduction

Is a slow learner?

According to the International Literacy Association, children with an IQ level of 70 to 85 are considered slow learners. This is below the average IQ range of 90 to 110.

How do you know if your child is a slow learner?

In general, slow learners may show some or all of these characteristics:

They find difficulty in solving complex problems

They work very slowly and easily lose track of time

They find it hard to convey what they have learnt.

They may not be as good at interacting with others in teamwork.

Materials and Methods

How to deal with this problem?

1- Provide a quiet place to study

This can be a small study desk at the corner of your house or a designated study area with their bedroom. As long as it's a quiet place without distractions such as electronics or toys, your child will be provided with an ideal environment that allows them to focus on their work.

2- Organize your child's homework sessions

While setting up a schedule can help your child get into the headspace of learning, you need to break their homework session into brief periods of time. Children who are slow learners often take more time and energy to focus on and understand their work. Having more breaks in between will allow them to review and process information.

3- Plan a fun activity or two

Active learning experiences such as playing educational games, singing nursery songs and performing small science experiments draw more interest and leave a stronger impression on a child. Which is why your

child is more likely to remember what happened during catch at playtime rather than the new vocabulary words they have learnt that day. Strengthen your child's knowledge by conducting activities that relate to the concepts your child has just learnt.

4-Give your child enough time to think through their homework problems

Pressure from time limits can hinder your child's thinking process because they would be more anxious about finishing their work rather than understanding what they are learning. Give them as much time as they need to complete their work. In this way, they will not feel overwhelmed and they can focus on learning rather than completing their work.

5- Ask him or her questions about school topics or homework

Slow learners often have difficulty recalling what they have learnt. By simply asking them what they have learnt at the end of a school day, your child is practicing their ability to recollect and articulate their thoughts, which strengthen their self-confidence. It will also help them recall learning concepts much easier.

6 - Give them a reward

Sometimes, your child needs a little motivation to complete their work when the going gets tough.

87% of educators believe that student engagement and motivation are "very important to student achievement." Engagement and motivation were ranked higher than teaching quality, parental support, or family background.

32% of educators strongly agreed that "I am good at engaging and motivating my students."

68% of educators strongly agreed that "engaging and motivating students is part of my job duties and responsibilities."

Only 19% of educators strongly agreed that "I have adequate solutions and strategies to use when students aren't engaged or motivated."

Dylan William (2011) suggests: 'Assessment functions formatively when it improves the instructional decisions that are made by teachers ...' Dependent on the assessment results, these instructional decisions require the teacher to implement support interventions in a thoughtful and purposeful way before a concept will be learned by the student.

Conclusion

To conclude, we can say that effective teachers encourage students and motivate them to do well in school. They take the time to praise them and tell them that they can do anything when they put their mind to it. Be that teacher, the teacher that tells them they can do it!

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